

Correspondence of WIDA ELD Standards and the Common Core State Standards for English Language Arts

Introduction

What these documents are:

- These documents show correspondences between the WIDA (World-Class Instructional Design and Assessment) English Language Development Standards and the Common Core State Standards in English language arts.
- WIDA is a consortium of 30 states (including New Hampshire) and the District of Columbia that have all adopted the same language development standards and assessments.
- The model performance indicators were written by groups of New Hampshire ESOL and mainstream teachers through a federal Title III Professional Development grant to UNH Manchester.

Format of the documents:

- The WIDA English Language Development Standards consist of Model Performance Indicators (MPIs) at five difference levels of language proficiency.
- Each MPI suggests a task that students at a particular level of language proficiency should be able to do in a particular language domain (listening, speaking, reading, writing) to show achievement of a particular subject area standard.
- These documents consist of five WIDA-style MPIs (one for each of five language proficiency levels) that correspond to selected Common Core State Standards.

Suggestions for using the documents:

- Mainstream teachers can use these documents to help understand what can be expected from ESOL students at various levels of language proficiency, and to guide the assessment of students' progress toward meeting Common Core Standards in English language arts.
- ESOL teachers can use the alignments to help understand what ESOL students are expected to know in English language arts, and to guide the assessment of their progress toward meeting ELA Common Core Standards.

Important considerations:

- The documents are not curricula or programs of study; they are tools to be used in designing on-going classroom assessment of ESOL students.
- The MPIs are models that should be adapted as needed to meet individual teachers' and students' needs.
- Because the MPIs are geared to different levels of English language proficiency, it is essential to know students' proficiency levels (that information should be available in their records or from their ESOL teacher).
- It is assumed that the skills and concepts required to complete the tasks given in these MPIs have been previously taught, using teaching strategies appropriate for ESOL students.
- If WIDA MPIs are not included for a particular standard, or for a particular grade level, you can adapt related MPIs, or create new ones following the same model.
- Leveled texts are essential for teaching and assessing ESOL students' progress in English language arts, especially at lower proficiency levels. Leveling for language proficiency is not the same as leveling for reading ability, so mainstream language arts teachers should contact an ESOL teacher for help in procuring appropriate texts.

Grades 6–8 Model Performance Indicators that Correspond to the Common Core State Standards for Writing in History/Social Studies, Science, and Technical Subjects

Text Types and Purposes

CC.6-8.W.HST.1 ***Text Types and Purposes: Write arguments focused on discipline-specific content.***

(See MPIs for each specific standard below.)

CC.6-8.W.HST.1a ***Text Types and Purposes: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.***

Level 1 Entering	Answer simple teacher questions to state claims about pictures or other visuals (e.g., teacher asks <i>Is the person in the picture good or bad?</i> Student states a claim by answering with one adjective or the other).
Level 2 Emerging	State simple claims about what is happening in pictures or other visuals; share the claim with a partner, and state an opposing claim to the partner's.
Level 3 Developing	State claims and possible opposing claims about a picture or simple text, in a small group, and brainstorm reasons or evidence to support the claims; then individually write a paragraph summarizing the claims and reasons that support them.
Level 4 Expanding	Complete a graphic organizer to show arguments and counterarguments for a claim (e.g., why a student wants to attend a sleep-over, and the parent's objections), with a partner; then individually write a persuasive essay using the completed graphic organizer.
Level 5 Bridging	Write a persuasive essay that introduces a claim, acknowledges and distinguishes alternate claims, and organizes reasons and evidence logically.

CC.6-8.W.HST.1b *Text Types and Purposes: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.*

Level 1 Entering	Select pictures that support a teacher-given claim (e.g., <i>It is sunny outside.</i>); label the pictures using a word bank.
Level 2 Emerging	Select sentences that support a teacher-given claim, from a list of possible sentences; then rewrite the sentences into a paragraph, with a partner.
Level 3 Developing	Discuss in a small group credible sources where relevant evidence for a given claim can be found; then individually use one of those sources to complete a graphic organizer showing logical reasoning and understanding of the topic.
Level 4 Expanding	State appropriate, credible sources to find evidence to support a claim; using those sources, write a paragraph giving relevant evidence that demonstrates an understanding of the topic, using graphic organizers.
Level 5 Bridging	Write a paragraph that provides support for a given claim and demonstrates understanding of the topic, including relevant evidence from credible sources.

CC.6-8.W.HST.1c *Text Types and Purposes: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.*

Level 1 Entering	Complete a simple cloze paragraph to clarify the relationship among claims, reasons, and evidence, using a word bank.
Level 2 Emerging	Edit simple teacher-generated paragraphs, adding words or phrases from a word bank to clarify the relationship among claims, reasons, and evidence.
Level 3 Developing	Edit peer-generated writing with a partner, adding words or phrases to clarify the relationship among claims, reasons, or evidence.
Level 4 Expanding	Use words, phrases, and clauses to clarify the relationship among claims, reasons, and evidence when writing paragraphs that state a claim and evidence, with the support of graphic organizers.
Level 5 Bridging	Use words, phrases, and clauses to clarify the relationship among claims, reasons, and evidence when writing paragraphs that state a claim and evidence.

CC.6-8.W.HST.1d *Text Types and Purposes: Establish and maintain a formal style.*

(No WIDA MPIs developed.)

CC.6-8.W.HST.1e *Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.*

Level 1 Entering	Identify the best words and phrases to conclude a leveled text that has been read aloud, using a teacher-generated list of these words and phrases.
Level 2 Emerging	Select a sentence from a teacher-generated list that best concludes a given leveled text, and discuss why this sentence is the best, with a partner.
Level 3 Developing	Complete a graphic organizer in response to a leveled text; then write sentences using the information from the organizer, and add a concluding statement.
Level 4 Expanding	Write a paragraph using information from a graphic organizer, and an appropriate concluding statement that supports the information presented in the paragraph.
Level 5 Bridging	Write an essay with a concluding paragraph that summarizes, follows from and supports the information in the rest of the essay.

CC.6-8.W.HST.2 *Text Types and Purposes: Write informative texts, including the narration of historical events, scientific procedures/experiments, or technical processes.*

(See MPIs for each specific standard below.)

CC.6-8.W.HST.2a *Text Types and Purposes: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.*

(These MPIs focus on introducing a topic and organizing information. Use similar MPIs to assess including formatting, graphics, and multimedia.)

Level 1 Entering	Make a poster introducing the topic from an illustrated leveled text that has been read aloud; include pictures or other representations of the ideas, concepts, and information.
Level 2 Emerging	List information known about a topic, with a partner; then discuss the list with the partner (using the native language as needed and possible) and identify ways in which the information could be organized into broader categories.
Level 3 Developing	Restate a question or prompt as the topic sentence of a paragraph; then complete a graphic organizer showing how the ideas, concepts, and information that support this topic sentence could be organized into broader categories, in a small group.
Level 4 Expanding	Write a paragraph with a topic sentence; then use a completed graphic organizer to organize the ideas, concepts, and information into broader categories, with a partner.
Level 5 Bridging	Introduce the topic of an informative or explanatory text; then organize the information, ideas, and concepts into broader categories, using an appropriate strategy.

CC.6-8.W.HST.2b *Text Types and Purposes: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.*

Level 1 Entering	Draw or find pictures and choose words from a word bank to provide facts, details, examples, or other information about a chosen topic, with a partner.
Level 2 Emerging	Write short captions for pictures that show the important facts, details, examples, or other information about a given topic, with a partner.
Level 3 Developing	Write simple sentences to provide facts, definitions, details, or quotations about a chosen topic, using illustrated leveled text (e.g., after reading an illustrated book describing the Day of the Dead celebration in Mexico, student writes <i>We use sugar to make candy skulls</i>).
Level 4 Expanding	Brainstorm in a small group a list of facts, definitions, details, and other information about a given topic; then individually choose appropriate information from the list and use it to write an informative/explanatory piece.
Level 5 Bridging	Write an informative/explanatory piece that includes appropriate facts, definitions, details, and/or quotations about a specific topic.

CC.6-8.W.HST.2c *Text Types and Purposes: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.*

(No WIDA MPIs developed.)

CC.6-8.W.HST.2d *Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.*

(These MPIs focus on domain-specific vocabulary; use similar MPIs to assess use of precise language.)

Level 1 Entering	Identify the domain-specific words and phrases that occur in a leveled text that has been read aloud, using a teacher-generated list of these words and phrases.
Level 2 Emerging	Complete a cloze paragraph using domain-specific words from a word bank.
Level 3 Developing	Organize written sentences into a paragraph, with a partner, and add domain-specific words from a list provided by the teacher.
Level 4 Expanding	Write a paragraph about a text that has been read aloud, using domain-specific words and phrases.
Level 5 Bridging	Write paragraphs and essays about a topic using domain-specific language.

CC.6-8.W.HST.2.e *Text Types and Purposes: Establish and maintain a formal style and objective tone.*

(No WIDA MPIs developed.)

CC.6-8.W.HST.2.f *Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented.*

Level 1 Entering	Identify the best words and phrases to conclude a leveled informational text that has been read aloud, using a teacher-generated list of these words and phrases.
Level 2 Emerging	Identify the best sentences to conclude a leveled informational text that has been read aloud, using a teacher-generated list of sentences, in a small group; then discuss why this sentence is the best conclusion.
Level 3 Developing	Complete a graphic organizer with ideas in response to a leveled text that has been read aloud; then write sentences using the information from the organizer, and a concluding statement.
Level 4 Expanding	Write a paragraph and an appropriate concluding statement that support the information presented in the paragraph, using a graphic organizer.
Level 5 Bridging	Write an essay with a concluding paragraph that summarizes, follows from, and supports the information in the rest of the essay.

CC.6-8.W.HST.3 (Not applicable as a separate requirement.)

Production and Distribution of Writing

CC.6-8.W.HST.4 *Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

(No WIDA MPIs developed.)

CC.6-8.W.HST.5 *Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*

(No WIDA MPIs developed.)

CC.6-8.W.HST.6 *Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.*

(No WIDA MPIs developed.)

Research to Build and Present Knowledge

CC.6-8.W.HST.7 *Research to Build and Present Knowledge: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.*

(No WIDA MPIs developed.)

CC.6-8.W.HST.8 *Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.*

(No WIDA MPIs developed.)

CC.6-8.W.HST.9 *Research to Build and Present Knowledge: Draw evidence from informational texts to support analysis, reflection, and research.*

(No WIDA MPIs developed.)

Range of Writing

CC.6-8.W.HST.10 *Range of Writing: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

(No WIDA MPIs developed.)